

U.S. Department of Education **REVISED:3/17/05**

Type of School: ☐ Elementary ☐ Middle ☒ High ☐ K-12

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

____2 Elementary schools
 ____1 Middle schools
 ____ Junior high schools
 ____1 High schools
 ____ Other

 ____4 TOTAL
2. District Per Pupil Expenditure: \$8862.35 ('02-'03 – most recent year for state data)
 Average State Per Pupil Expenditure: \$7018.79 ('02-'03 – most recent year for state data)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural ____
4. 3 Number of years the principal has been in her/his position at this school.
 ____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	68	56	124
2				10	62	59	121
3				11	65	61	126
4				12	63	54	117
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							488

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--|
| 98 | % White |
| 1 | % Black or African American |
| 0 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander (1 student) |
| 0 | % American Indian/Alaskan Native (1 student) |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	34
(4)	Total number of students in the school as of October 1	481
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 0 %
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Chinese

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %
53 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>13</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>4</u> Emotional Disturbance

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>2</u>
Classroom teachers	<u>35</u>	<u>6</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>8</u>	<u>2</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>56</u>	<u>14</u>

12. Average school student-classroom teacher ratio: 12.9:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	96%	Not avail.	Not avail.
Teacher turnover rate	9%	5%	14%	Not avail.	Not avail.
Student dropout rate (middle/high)	1%	1%	1%	1%	1%
Student drop-off rate (high school)	1%	1%	1%	2%	1%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	___ 111
Enrolled in a 4-year college or university	___ 84%
Enrolled in a community college	___ 3%
Enrolled in vocational training	___ 1%
Found employment	___ 6%
Military service	___ 2%
Other (travel, staying home, etc.)	___ 4%
Unknown	___ %
Total	100 %

PART III - SUMMARY

Yarmouth High School (YHS) is a public high school serving students who live in the town of Yarmouth and a small number of students who pay tuition to attend YHS from surrounding districts. Yarmouth, population 8400, is a small community on the coast of Maine, 15 miles north of Portland. While relatively homogeneous racially and ethnically, the population of Yarmouth includes a broad cross-section of socio-economic levels. The educational background of Yarmouth parents is quite extensive and this has translated into strong community support of the town schools.

All academic courses offered at YHS are college preparatory and there are just two levels, Honors and College Preparatory. Advanced Placement courses take the place of Honors level in many subject areas, especially at the higher grade levels. There are seven academic periods in the schedule. Six of them meet for ninety minutes on alternating days and one meets four days per week for seventy minutes.

Academically, there is a strong focus on supporting all students in their efforts to reach their potential. From formalized support systems to the consistent flexibility demonstrated by our faculty, every effort is made to create situations in which students are positioned to succeed.

Over the years, several programs have been developed that have now become staples of our educational process. Examples would include student-led conferences, our advisory system, the career exploration program, our alternative school, and the ninth-grade team. Each of these involve a great deal of work and leadership from the YHS faculty and have resulted in an improved process for our students and improved communications with our parents.

Extra-curricular activities are high important to the life of the school and over 80% of our students are involved in at least one athletic or non-athletic activity. The Yarmouth School Committee recognizes the value of this participation and has maintained strong support for the program when it comes to budgeting decisions. While the quantity of these programs is impressive for a school our size, the quality is equally strong. Our drama, speech, and music programs consistently receive recognition at the highest levels; our athletic teams win more than our fair share of state championships.

The mission statement for the Yarmouth School system is "Empowering all students to create fulfilling lives in a changing world." The YHS Guiding Principles emphasize high expectations for all, mindfulness, the creation of a safe and supportive school climate, active involvement in decision-making, encouragement of the reflective process, and collaboration. Visitors to our school consistently notice these characteristics as they move through our building and interact with our students. We are proud of the constant progress that we have made toward meeting these lofty goals.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Analysis of assessment results

The Maine Educational Assessment (MEA) results in Reading, Writing, and Math for the past three years show a pattern of steady improvement on already very strong results in all three areas. The four performance levels that are used by the MEA are: Exceeds the Standard, Meets the Standard, Partially Meets the Standard, and Does Not Meet the Standard. As is obvious by the nomenclature, only the first two categories are considered to be at or above the standard necessary. Maine has intentionally set high expectations for student achievement, and the goal of our school is that all students will meet those standards. As you will be able to see, steady improvement is the pattern, and we still have “miles to go before we sleep.”

TABLES SHOWING THREE-YEAR MEA RESULTS FOR YHS AND STATE

READING	03/04	02/03	01/02
%age Meeting or Exceeding Standards: State	48%	46%	55%
%age Meeting or Exceeding Standards: YHS	86%	82%	74%

WRITING	03/04	02/03	01/02
%age Meeting or Exceeding Standards: State	36%	33%	37%
%age Meeting or Exceeding Standards: YHS	77%	68%	64%

MATHEMATICS	03/04	02/03	01/02
%age Meeting or Exceeding Standards: State	24%	20%	19%
%age Meeting or Exceeding Standards: YHS	56%	40%	33%

It is true that students arrive at YHS with skills and knowledge that make them ready to learn, and it may be true that those skills and knowledge are stronger than students of many other schools possess for a variety of reasons. Certainly the educational background of our parents, the value that the community itself places on education, and the socio-economic status of the town are contributing factors, but that does not explain the consistent improvement in our scores. They are the result of hard work and improving teaching practice on the part of our faculty. The focus of the entire district is constant improvement of student learning.

In each of the content areas above, K-12 discussions have focused on improving student performance, and some of the assessment data used to drive these discussions came from the MEAs. Efforts to study our students’ writing and reading results began several years ago and resulted in district-wide writing prompts, reading assessments, and K-12 scoring. We are now focused on our mathematics program, and this past summer a K-12 team met to start planning strategies that we will employ to bring about improvement in student performance in that area.

It is clear from looking at the MEA test data on the last three pages of this report that one area in need of improvement is the performance of students who are identified with disabilities. While it is true that these results would be predictable to some extent and that they are not as easy to analyze because of small numbers, it is obvious that this subgroup calls for different strategies. We have improved the quality and quantity of support that students who are struggling receive in all of these content areas, and we hope to observe improved performance in the near future. Direct support is given to students, but increasingly, we also use a model of direct support to classroom teachers; we believe that helping teachers learn more

about the ways that they can improve their own practice will improve student learning.

2. Use of assessment data to improve student performance

The use of assessment data to understand and improve student performance is a regular feature of our work at YHS. In fact, our district goals this year focus on the continued expansion of professional learning communities and two of the goals specifically describe teacher teams analyzing student performance on various assessments and planning strategies for improving student work in a specific targeted area.

The assessment data that is analyzed represents a broad spectrum of student work and ranges from PSATs or Maine Educational Assessment (MEAs) to the work on the many common assessments that have been developed over the past several years. Several years ago, district-wide analysis of MEA writing results led to a K-12 approach to the teaching of writing in the district. In the high school this resulted in regular school-wide writing prompts, school-wide rubrics, and calibration of teacher scoring of student writing. Students now keep four-year writing portfolios that demonstrate their progress toward the writing standards. We have recently looked at our SAT scores and MEA mathematics results and think that our scores can improve, even though they are well above state and national averages. A district-wide math inquiry team began meeting this past summer and is in the process of developing strategies to address any perceived gaps or weaknesses. Immediate results have been finding a better balance between the teaching of concepts and skills; teachers also developed a series of common assessments with the goal of being able to compare results and approaches. Other strategies will be developed in this continual process. The consistent emphasis in this district is improvement of student performance, and the main tool used is the information gathered from the student work on various types of assessment.

We have found the time to do this by using a high percentage of our professional development time for this work. This includes regular faculty meeting time, our late-start Wednesday time, flex time, summer work, and regular in-service days. Teams work in groups that vary from full learning area teams to pairs of teachers who teach the same class.

3. Communication of student performance to parents, students, and community

The primary method of communication student performance to students and parents is through frequent reports and regular conferencing. We operate on a quarter system. Each quarter, all students receive progress reports midway through the quarter. These reports are tied to student performance on assessments that are linked to the essential learning of each unit.

The keystone of our communication efforts is our four-part system of conferences. This system has been built over the years and parent feedback related to this system is overwhelmingly positive. The series starts in late September with a traditional Open House evening. During this program, parents move through an abbreviated version of their child's schedule and teachers summarize the nature of the curriculum. In mid-October, we hold our Learning Area Conferences, a four-hour block of time during which parents can talk with teachers about their child's progress to date in each class. In March, our Registration Conferences provide an opportunity for student and parents come in to meet with the student's advisor. The goal of these conferences is to plan a student's course load for the coming year and to review how the current year is progressing. Finally, our Student-Led Conferences offer a chance for students to present their samples of meaningful work to their parents. This conference takes place with the advisor present, but is clearly led by the student. This system of conferences provides a variety of ways for students and parents to gather and share information.

We also emphasize that no parent need wait for one of these formal opportunities. We schedule countless meetings between parents, students and individual teachers or groups of teachers and we emphasize in every communication that goes home that we hope parents will not hesitate to contact us with any question or concern. When they do contact us with a question or concern, we show them that we

mean it.

4. How the school shares its successes with other schools

Through a variety of methods and associations, YHS both shares its successes with other schools and gains from the successes of other schools. The Casco Bay Educational Alliance (CBEA), of which Yarmouth is a part, is a group of five area school systems with somewhat similar demographics. On a regular basis, personnel from the five districts come together to compare approaches to a variety of challenges in our schools. These meetings often involve people who hold similar positions (i.e., superintendents, principals, teachers of a particular subject), but also involve combinations of any of these groups at various times. Recently, teachers from like subject areas have been meeting. Their focus has been on two topics: 1) comparisons of some of the common assessments that each district is using, and 2) comparisons of approaches used to support the learning of students who are not meeting the standard. The sharing that goes on in CBEA promotes the growth of individual contacts and visitations between professionals among schools. A teacher or administrator hears of a beneficial approach that another school is using and organizes a group from his/her school to go see this approach in action. We have hosted such individual visits and sent teams to other schools to gain from their expertise.

We have also shared our approaches through a larger consortium of area schools, the Southern Maine Partnership (SMP) sponsored by the University of Southern Maine. As our contact with CBEA has grown, our participation with SMP has lessened somewhat. We find that we can tailor the work toward our needs more efficiently in the smaller group.

The third method that we use to share our work is generous support for teachers to present at regional or national conferences. A recent notable example could be found at the national Coalition of Essential Schools Fall Forum where eight of our teachers presented workshops highlighting instructional approaches from differentiation to creative uses of technology in the classroom.

The overall ethic of the district is one of constant improvement, and we know that our improvement is based on the successful sharing of our successes and learning from the successes of others.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum descriptions

It is important to note that we developed all of the following by aligning the curriculum in each area with the content standards prescribed by the Maine State Learning Results. In addition, various national standards (e.g., NCTM) were used as reference points.

English: All students are involved in four years of English and all of the English courses are designed around the following seven essential learning standards: 1) reading process, 2) literary analysis, 3) language development, 4) oral communication, 5) standard English conventions, 6) writing process, and 7) research process. Common assessments for all students grades 9-12 include a pre- and post-assessment for standard English conventions, a district-wide writing prompt, a writing assessment portfolio, and a reading assessment (for juniors only). Summer reading is assigned to all students at every grade level.

Mathematics: All students are involved in a minimum of three years of mathematics, but a high percentage of our students are enrolled in math courses for four years. Four years ago, YHS began a transition, one level at a time, to an integrated approach to mathematics for the first three years of high school mathematics; that transition is now complete. The courses for those first three years weaves the following strands together in each of the years: 1) algebra, 2) geometry, 3) statistics and probability, 4) logical reasoning, and 5) discrete math. In the fourth year, students choose to move forward to Senior Math, AP Statistics, or AP Calculus. Throughout the curriculum, an effort is made to balance skills and concepts,

and the emphasis is on real world applications of mathematics.

Science and Technology: All students take a minimum of three years of science, but most are involved for all four years. The usual progression in the first three years is physical sciences in the ninth grade, biology in the tenth, and chemistry in the eleventh. Some students select environmental sciences in place of chemistry in the third year. Choices for the fourth year include environmental science or AP environmental science, physics, or AP Biology. The goal of the science program is to introduce all students to the core concepts of the physical and biological sciences with room for more in-depth exploration for those interested in pursuing further education in the sciences. All are laboratory courses that involve investigation and experimentation.

Social Studies: All students are required to take a minimum of three years of social studies, but most stay involved for four years of coursework. The required sequence is World History to 1600, Modern World History, and U.S. History. A strong feature of U.S. History study is the Public Policy Project in which the student selects a current issue related to public policy and develops his/her approach to that issue over a series of assignments during the course of the year, culminating with a juried presentation. Such electives as Maine History, Economics, Human Behavior, Asian Studies, and Government draw substantial interest as electives for the eleventh and twelfth graders. The department presents history as a tool to serve the present rather than the past, so the following themes are emphasized: 1) research and thinking skills, 2) cultural awareness, 3) economic literacy, 4) basic citizenship skills, and 5) geographic themes such as global interdependence.

Modern Languages: While not a requirement for graduation, the modern languages are an integral piece of almost all students' education at YHS. The study of modern languages begins at Grade 5 in the Yarmouth system and students can progress to Level V in French or Spanish. Level V is A.P. All lexical and grammatical knowledge leads to a communicative function. Students progress through the stages of hearing and seeing new structures in context to use of these structures to communicate by oral and written language. The emphasis in the classroom is intensive practice in the modern language through paired oral activities, cooperative problem-solving situations, and personalized language presentations. Assessments measure not only writing and reading proficiency, but also the essential skills of speaking and listening.

Visual and Performing Arts: All students will complete a minimum of one year in visual or performing arts. YHS offers a range of levels from foundation courses to in-depth electives at advanced levels in various media. Each course emphasizes the studio experience of working skillfully in selected art forms. Students expand their abilities in generating and communicating ideas, solving visual problems, understanding the cultural history of the art form, and responding to works of art through analysis and interpretation. The art forms that are open to YHS students are choral and instrumental music (including music theory), photography, drawing/painting, sculpture, illustration/book-making, and pottery.

2b. English language curriculum

To expand on the brief description of our English curriculum above, all courses are designed around the seven essential learning standards as described below:

- A) Reading Process - Students use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
- B) Literary Analysis - Students analyze for meaning and use supporting evidence in articulating their analysis of the work.
- C) Language Development - Students demonstrate a developing vocabulary and syntax both in understanding and application.
- D) Oral Communication - Students demonstrate effective speaking techniques to a variety of audiences.
- E) Standard English Conventions - Students write and speak correctly, using conventions of standard

written and spoken English.

F) Writing Process - Students demonstrate the ability to use the skills and strategies of the writing process.

G) Research Process - Students use an effective process to compose well-written and documented research-based writing.

Our efforts to improve all students' reading skills involve both direct and indirect approaches. Our latest initiative on this front has been the development of the position of Literacy Coordinator in YHS. While this person does provide direct literacy-based instruction and strategies to students who are struggling, we have emphasized the providing of support to teachers in their attempts to improve their practice relative to literacy instruction. In this way, teachers in all learning areas are becoming more familiar with strategies that support student attempts to gain meaning from a variety of texts. All teachers, not just the English Learning Area, are becoming more aware of their part in promoting strong literacy practices.

Through an intricate system of student support services, students identified as not meeting the standard are provided with appropriate support, whether formally identified as in need of special education services or not.

3. One other curriculum area: Mathematics

Our mathematics learning area represents how YHS goes about the process of constant improvement. Approximately seven years ago, the math teachers became concerned that our approach to teaching math was not effective in reaching all students. The strongest and most interested math students were doing fine, but many students were not making the connection between math and the real world. After a long study of other possible approaches, the department settled on an integrated math approach (described briefly in Part V, Question 1) that also emphasized a broad understanding of the concepts of math. After three years of that approach, they assessed their progress and realized that the concepts were being emphasized to the detriment of skill development. They then chose the COMAP series to serve as the foundation of efforts to support student learning of the concepts, applications, and skills necessary to achieve success in mathematics. This transition to COMAP was undertaken one year at a time and is now complete. During that time, we also began to look at our students' performance on various standardized tests (e.g., Maine Educational Assessment, SATs) to see if there were indications of success or shortcomings. While this data showed performance a good deal stronger than national and state averages, we saw areas for continued improvement. The major focus of efforts over the last few years has been to make sure that we close any gaps that have gone unnoticed in the transition and to reemphasize the balance between concepts, applications, and skills. Our students' performance in these standardized assessments has been steadily improving. Because we are a small school with sometimes wide fluctuations between individual classes, we are not ready to call this improvement final evidence that we are on the right track, but we do like the trend. Now, we are focusing on bringing greater continuity to the math curriculum of the entire district by convening a K-12 math study team.

4. Different instructional methods the school uses to improve student learning.

Classes at YHS are characterized by a wide variety of instructional methods, both within a given class period and over a longer period of time. The one common factor is high expectations for all students and the providing of support for all students to meet those expectations. Our faculty is continually looking for a way to help students to connect and engage with the subject and to be active participants in the process.

Examples of approaches that an observer would see in a walk through the school would be integrated math/science projects, student presentations using various forms of technology, classroom writing and portfolio assembly, instruction that is differentiated by readiness, interest, and/or learning style,

cooperative learning, individualized tutorials using instructional software, teacher presentation, laboratory experimentation, peer review, oral proficiency interviews, and total physical response story-telling (in modern language classes). We try to focus on the student learning that results from any method and have little interest in bringing in a new method just for the sake of varying approaches.

The most effective instructional strategy used by our teachers is their willingness to be flexible in meeting students' learning needs. Our students do not need to qualify for modifications in order to receive personalized attention; if a teacher believes that extended time, a different method of presentation, or preferred seating would be helpful, he/she acts on that belief.

5. Professional development program and its impact on improving student achievement.

The professional development program in Yarmouth schools is both comprehensive and focused. At its very core are the goals of the district for a given year. For the past three years, those goals have involved clarifying of the essential learning, developing and improving the unit plans and the assessments that are tied to them, and increasing the conversations centered on student work and how to improve that work.

We have a variety of structures that teachers use for professional development. There are standard district in-service days, and each school is given the flexibility to use them as it sees fit as long as the focus is on the district goals. YHS also employs a one-hour late start for students every Wednesday and that time is used by the faculty to meet in different configurations, again with progress toward district goals as the agenda. We also have five flex days that are used for smaller teams of teachers to meet, study student work, and design strategies for improvement. On three afternoons during the year, teachers gather with their portfolio collegial groups to share and seek advice on their progress toward their professional goals. These goals are increasingly taking the form of action research, and these meetings are an excellent way to gather input and suggestions. We have cleared our monthly faculty meetings of housekeeping details and use that time for work toward the goals as well. Another important piece of professional development is the offering of Yarmouth courses by professional staff of the district. Popular offerings in the past couple of years have been courses on differentiation and on the uses of technology in the classroom.

PART VI - PRIVATE SCHOOL ADDENDUM (N/A)

PART VII - ASSESSMENT RESULTS

STATE OF MAINE CRITERION-REFERENCED TESTS

Grade: 11

Test: Maine Educational Assessment (MEA)

Edition/Publication Year: Revised each year

Publisher: Measured Progress, Inc.

Number of students in grade tested: See tables

Number of students who took the test: See tables

What groups were excluded from the test? Why and how were they tested?

In the past three years, there has been no group that has been excluded from testing. Instead, there were individual students who did not complete the test for a variety of reasons (e.g., health problems during the

testing period, studying in locations outside of the district, parental opposition to the exam). During the '02-'03 school year, we had one student who was tested using the newly developed Personalized Alternative Assessment Plan. In '03-'04, we had no students who used this alternative testing plan. In '03-'04, in compliance of NCLB participation standards, we also instituted a more rigorous follow-up for students who were unable to complete the MEAs for any reason. For example, if a student were attending a program outside of the district or outside of the country, we were able to send the test to an administrator of the host program and students were able to complete the exam in this way. In this past year, only one student was unable to complete the MEAs for health reasons.

THREE-YEAR MEA DATA FOR YARMOUTH HIGH SCHOOL

READING	03/04	02/03	01/02
Testing Month	3/04	3/03	12/01
SCHOOL SCORES			
% Exceeding Standard	19%	10%	12%
% Meeting Standard	67%	72%	62%
% Partially Meeting Standard	11%	16%	25%
% Does Not Meet Standard	3%	3%	2%
Number of Students Tested	116	115	113
% of Total Students	99%	96%	95%
Number of Students Excluded	1	5	6
% of Students Excluded	<1%	4%	5%
SUBGROUP SCORES			
Identified with disability			
% Exceeding Standard	Not reported	Not Reported	Not Reported
% Meeting Standard	46% *	31%	10%
% Partially Meeting Standard	54%	62%	70%
% Does Not Meet Standard	0%	8%	20%
Number of Students Tested	12	14	10
STATE SCORES			
% Exceeding Standard	2%	1%	2%
% Meeting Standard	46%	45%	51%
% Partially Meeting Standard	43%	43%	39%
% Does Not Meet Standard	9%	10%	8%

* Score report for this subgroup does not differentiate between Exceeds the standard and Meets the standard. It simply reports that a certain percentage meets or exceeds the standard.

The only subgroup that was large enough to report in a form that is statistically significant was the group that was identified with a disability.

WRITING	03/04	02/03	01/02
Testing Month	3/04	12/02	
SCHOOL SCORES			
% Exceeding Standard	6%	14%	18%
% Meeting Standard	71%	54%	46%
% Partially Meeting Standard	22%	31%	31%
% Does Not Meet Standard	1%	2%	5%
Number of Students Tested	116	117	113
% of Total Students	99%	98%	95%
Number of Students Excluded	1	3	6
% of Students Excluded	<1%	2%	5%
SUBGROUP SCORES			
Identified with disability			
% Exceeding Standard	Not Reported	Not Reported	Not Reported
% Meeting Standard	31%*	23%	0%
% Partially Meeting Standard	62%	62%	60%
% Does Not Meet Standard	8%	15%	40%
Number of Students Tested	12	14	10
STATE SCORES			
% Exceeding Standard	2%	2%	4%
% Meeting Standard	34%	31%	33%
% Partially Meeting Standard	56%	57%	48%
% Not Meeting Standard	9%	10%	14%

* Score report for this subgroup does not differentiate between Exceeds the standard and Meets the standard. It simply reports that a certain percentage meets or exceeds the standard.

The only subgroup that was large enough to report in a form that is statistically significant was the group that was identified with a disability.

MATHEMATICS	03/04	02/03	01/02
Testing Month	3/04	3/03	3/02
SCHOOL SCORES			
% Exceeding Standard	6%	2%	1%
% Meeting Standard	50%	38%	32%
% Partially Meeting Standard	27%	41%	48%
% Does Not Meet Standard	16%	20%	19%
Number of Students Tested	117	114	110
% of Total Students	100%	97%	92%
Number of Students Excluded	0	3	10
% of Students Excluded	0%	3%	8%
SUBGROUP SCORES			
Identified with disability			
% Exceeding Standard	Not Reported	Not Reported	Not Reported
% Meeting Standard	8% *	14% *	0%
% Partially Meeting Standard	31%	21%	25%
% Does Not Meet Standard	62%	64%	75%
Number of Students Tested	12	15	7
STATE SCORES			
% Exceeding Standard	1%	1%	1%
% Meeting Standard	23%	19%	18%
% Partially Meeting Standard	41%	40%	43%
% Not Meeting Standard	34%	41%	38%

* Score report for this subgroup does not differentiate between Exceeds the standard and Meets the standard. It simply reports that a certain percentage meets or exceeds the standard.

The only subgroup that was large enough to report in a form that is statistically significant was the group that was identified with a disability.